

# Pupil Premium Strategy Statement

## What is Pupil Premium?

Currently schools are provided with additional funding to support the learning and development of certain groups of eligible children. This is known as “Pupil Premium” and is allocated to children who:

- are currently eligible for Free School Meals (FSM)
- have at any point during the last six years received FSM (known as Ever 6 FSM)
- have been looked after continuously for more than six months
- have been adopted from local authority care under the ‘Adoption Act 2002’.

The funding aims to help schools ‘narrow the gap’ between pupils attainment and so ensure that the progress of eligible children is in line with progress of non-Pupil Premium children.

As directed by the Department of Education, schools are free to spend the Pupil Premium funding as they see fit. However we will be held accountable for how the funding has been used and the impact it has had on the eligible children. We are required to publish on line information about how we use the funding and its impact. This will ensure that parents and others are made fully aware of the progress and attainment of these pupils and the extra support that they receive.

## 1. Summary information

<b>School</b>	St Francis’ Catholic Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£41,500	<b>Date of most recent PP Review</b>	October 2017
<b>Total number of pupils</b>	402	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	Spring 2018

## 2. Attainment at end of year 6 2017

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving the expected standard in reading, writing and maths</b>	50% $\frac{1}{2}$	59%
<b>% making expected progress in reading</b>	50% $\frac{1}{2}$	73%
<b>% making expected progress in writing</b>	50% $\frac{1}{2}$	73%
<b>% making expected progress in maths</b>	100% $\frac{2}{2}$	85%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills, SEND, EAL*)

<b>A.</b>	Transition, including Early Years to Yr 1, Ks1 to KS2, Ks2 to KS3 and in year transitions.
<b>B.</b>	Children have a range of social and emotional difficulties which prevent them from developing in line with their peers.
<b>C.</b>	Insecure learning of English and Maths

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance, punctuality and lateness
<b>E.</b>	Lack of parental involvement in child's schooling
<b>F.</b>	Lack of engagement with home learning

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children will feel supported during times of change. Staff will have a good understanding of the way in which children need supporting. Monitoring will show students have adjusted well. Data will show they are making progress.	Transition notes will be provided to the next teaching team. The needs of the children are met immediately and high expectations are set. Transition schools are informed of interventions and support provided to enable a smooth transition
<b>B.</b>	Children will have the ability to recognise, understand, handle and appropriately express emotions. Monitoring will show children require less support in this area and are able to self-regulate.	Children will receive targeted support to enable them to feel emotionally secure and more ready for learning. They will learn strategies to manage their behaviour and have better social and emotional literacy. Children will have a named adult to turn to in times of crisis. They will feel they have time to share their social and emotional needs.
<b>C.</b>	Teachers will identify gaps in learning and interventions will target those gaps. Data will show progress is made against personal targets.	Children's individual educational needs can be met. Children are able to focus on targets not yet achieved. Children are supported to reach their potential.
<b>D.</b>	Children will attend school regularly. Monitoring will show at least 95% attendance. There will be a reduction in occasions of late arrival to school.	Children will not miss important learning which affects progress, will have routine to their day, be more confident and find friendships easier to maintain.
<b>E.</b>	Parents will feel confident to come in to school and engage with school activities, know who to contact if they have problems, be well informed about the teaching and learning and feel part of the school community. Parent voice questionnaires and parent meetings will show evidence of a closer working relationship between parent and school.	Children will be ready and suitably equipped for the day. Parents will feel part of the school community, informed about their children's learning and supportive of the school's values and ethos. Teachers will be aware of situations at home which could cause a barrier to learning.
<b>F.</b>	Children will complete homework on time and home school contact books will be used by parents to indicate involvement in their child's learning. Monitoring of Home School Contact Books will show parents engagement through messages and signatures. Homework will be completed to a high standard and returned on time.	At home, children will be able to consolidate and extend learning and have the resources and support to complete homework. Anxiety and low self-esteem will be reduced. Parents will engage in school meetings and provide support at home.

## 5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. To close the gap in English and maths attainment for PP children through the use of targeted interventions	Engage in regular dialogue with pupils about their work in class and targets.  Identify unmet targets, plan lesson and interventions to secure the learning  Greater Learner Project	Children who are not secure in identified areas of learning are less likely to make good progress on the next stage of their learning.  Children working at greater depth in KS1 should be at greater depth on exit of KS2	Interventions will be closely monitored through observations, pupil voice, teacher assessment and Target Tracker	English Lead  Maths Lead	Jan 2018
<b>Total budgeted cost</b>					£20,000

### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Resilient children who are able to adjust to change with support Early Years Foundation Stage (EYFS) to KS1	Action Research Project focussing on the transition from EYFS to Yr1 working with Denary Schools	The NFER 2005 showed that the best adaptations are made when conditions are similar, communication is encouraged and the process takes place gradually and over time	Regular observations of teaching and learning Peer assessment Monitoring of children's emotional wellbeing Data	EYFS Lead	Jan 2018
A. Resilient children who are able to adjust to change with support throughout the school	Liaise with feeder nurseries, in year transfer schools and secondary schools to share information Learning Mentor to work with most vulnerable children	When children's needs are unknown to the next Key Stage it can delay support.  A lack on information can delay individually targeted support and intervention.  Children experience raised anxiety during transition.	Learning Support and teachers to monitor children's anxiety during transition.  Analyse data for dips in progress around the time of transition.	Head Teacher	Jan 2018

B. Children will have the ability to recognise, understand, handle and appropriately express emotions.  Monitoring will show children require less support in this area and are able to self-regulate.	Identify children who need Learning Support intervention Provide access to Learning Support Identify children who would benefit from not going onto the playground at lunch time Invite targeted children to Lunch Club	Children with targeted support can manage their behaviour and access learning.  Children who feel emotionally secure are more ready for learning.	Half termly Pupil Progress Meetings with Learning Mentor and class teacher.  Termly meetings with parents and class teacher.  Regular liaison between Inclusion Manager and Learning Mentor.	Inclusion Manager	Jan 2018
C. Teachers will identify gaps in learning and interventions will target those gaps.  Data will show progress is made against personal targets.	Teachers to analyse children's targets half termly and identify gaps in learning. Provide personalised interventions to address insecure learning. Provide group intervention to secure learning. Support in class	Children who are not secure in learning from the previous year are less likely to make progress in the next.  Children who achieved greater depth in KS1 should be Greater Depth on exit at KS2	Termly Progress meetings with Senior Leadership Team  Baseline and final assessment for intervention  Analysis of Target Tracker data to show progress and attainment.	Head Teacher	Jan 2018
D. Children will complete homework on time and home school contact books will be used by parents to indicate involvement in their child's learning.	All children provided with a Home School Contact Book with which to communicate with the class teacher and visa versa. Home school agreements to be signed by child & parent	Parent support ensures children are able to consolidate and extend their learning. Unsupported children can feel anxious and have low self esteem	Provide meet the teacher sessions for parents to gain a better understanding of year group expectations Invite parents to English and Maths evenings End of year evaluative survey	Head Teacher	Jan 2018
<b>Total budgeted cost</b>					£21,500
<b>6. Review of expenditure</b>					
<b>Previous Academic Year 2016/17</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
A. To close the gap in reading and writing attainment for children	Talk for writing strategies to be implemented across the school in both fiction and non-fiction	Children have a developing bank of known stories which, in turn, has increased their vocabulary. The actions have helped to embed a range phrases which are reflected in the children's writing at a far earlier phase than before	Talk for Writing strategies need to be consistent across year groups. We worked together to ensure each teacher used the same approach.  This approach will continue.	£3000	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To close the gap in reading, writing and maths attainment	Project X Teacher Lead interventions	Children who took part in these interventions made accelerated progress. The groups lead by teachers had the greatest impact.	Project X has enabled the children to make accelerated progress  The teacher lead interventions had the greatest impact as the sessions could be adapted daily to meet the needs of the children in a way that a scheme of work is unable to do.  We will continue to provide these interventions	£12,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To address a range of needs that the children have including low self-esteem, friendship skills, listening & attention, social skills, communication, actions	To implement strategies learnt through participation in the EASEL (Everyone a Successful Learner) project. Access to support from out Learning Mentor	Families who found coming into school and accessing provision have increased attendance, recognising the importance of the child's education and accepting support and advice from the Senior Leadership Team. Children who have worked closely with our Learning Mentor no longer need 1:1	Children who received 1:1 Learning Mentor time would benefit from opportunities to access a quiet play area for times when the playground is too much for them.	£8,000
Giving children the ability to access opportunities which their families were not be able to fund	Funding was provided for uniform, trips, clubs, photographs and meals. t	Children were not made to feel different or left out. This prevented low self-esteem and anxiety.	Children who received this support remained engaged in their leaning and their emotional wellbeing was not impacted by feeling different.  We will continue to work to identify families who need help funding their children's school needs and provide them with support.	£129.60
Children will attend school at least 95% of the time, attendance will be measured monthly	The Head Teacher will monitor attendance monthly unless we have a specific cause for concern when the child will be monitored daily	Families who were not attending school regularly have been provided with support from the school and external agencies when additional support was identified	A care committee has been established ensuring vulnerable children are regularly monitored and actions are put in place rapidly for families in crisis.	£2,000